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ABSTRACT

Eighteen projects funded by the Elementary and Secondary Education Act Title III, and providing funds to public school districts to demonstrate the feasibility of educational innovations, are described in this booklet developed as a dissemination project by Title III in Oklahoma. Programs described are said to have the common theme of increased learning by students, with emphasis on the recognition of individual needs, abilities, and desires, and improved teacher performance. Included among them are: accountability, minicourse, modular team teaching, multiphased individualized instruction, elementary development, guidance and counseling, innovative educational services, early childhood education, inter-disciplinary environmental approach, cognitive-affective-psychomotor programs, and models and strategies to improve education. A listing of fourteen additional programs funded for fiscal year 1974-1975 is provided. (Author/JM)

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Title III in Oklahoma

This booklet was developed as a dissemination project by

State - Federal Programs Division

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OKLAHOMA STATE DEPARTMENT OF EDUCATION

1973-74

UD015394

Forward

Two years ago, your State Department of Education reported on Federally-funded Title III programs in operation in schools in Oklahoma.

A common theme ran through each of those programs -- increased learning by students with emphasis on the recognition of individual needs, abilities and desires, and improved teacher performance.

This report, which is a dissemination requirement for Title III programs, brings you up to date on the fulfillment of that theme. In addition, you will find a listing toward the back of this book on additional programs funded for Fiscal Year 1974 and 1975.

The fact that Title III programs in Oklahoma have been ongoing, that many of them have achieved national recognition, that many of them have been "exported" to other schools and other states, is proof enough of their value.

But more important than this is the joy and confidence that these programs have brought to so many Oklahoma youngsters who found a way, through Title III and its dedicated teachers, into the light of confidence that comes through learning.

Leslie Fisher
State Superintendent

Leslie Fisher

State Superintendent of Public Instruction

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Introduction

The passage of Title III of the Elementary and Secondary Act of 1965 has brought about many new creative ideas and innovations in education. The proposals have become more sophisticated as each year has passed. Each participating school is developing better management models, through the use of goals, measurable objectives, and activities to carry out these objectives with a more precise evaluation design in order to measure the significant gains of students.

Through the use of Education Fairs, Demonstrations and Workshops in Oklahoma, many components are being adopted each year. More schools are recognizing the individual differences of children and they are attacking the problems in the affective domain as well as the cognitive area.

The Title III money has made it possible to try new ideas and concepts in trying to solve some of the age-old problems of education with the seed money provided by the Federal Government since funds have also been available to implement inservice training for staff members in schools that could not have been possible with local and state funds. Oklahoma has been active in the validation process during last year and the current year.

We are glad to share some of the programs and ideas that are in operation in Oklahoma through this brochure. We hope you will share your ideas with us.

Grover Bratcher, Administrator
Title III, ESEA

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Designed and published by the Communications and Information Section • Jack Craddock, Project Coordinator • Frances Selby, Editor • R. J. Richards, Design and Layout, • Patsy Willits, Composition • Photographs in this booklet were furnished by each of the individual projects.

Projects funded for FY 1974

Stigler - Aron Dotson, superintendent
This program provides for the community school concept utilizing the buildings from 8:00 a.m., till 10:00 p.m., at night for academic courses, recreation, mini-courses, etc., for all age groups, using volunteer teachers as well as paid teachers.

Wagoner - Dr. Charles Clayton, superintendent
This is an early childhood program for 4 to 7 year old students encompassing the self-concept, with a heavy emphasis on love. Provides an emphathetic environment and curriculum for this age group.

Muskogee - Billy R. Davis, superintendent
A Planning Grant to provide an innovative approach to the elementary grades.

Putnam City - Leo C. Mayfield, superintendent
A project that is designed to increase awareness of the various careers, with the implementation of a career corner in the library utilizing video tapes and other career information and an inservice program for the secondary teachers.

Ardmore - Bill Ware, superintendent
A program on clarifying values and decision making at the kindergarten level and the 6th and 7th grades. Provides for inservice for the classroom teachers at this level.

Tulsa City - Dr. Bruce Howell, superintendent
A program to develop curriculum materials for the implementation of the Metric System. The program will be developed at the elementary level using a self contained classroom concept, an open space concept, and a team teaching approach. Each group will pre-test and post-test to see which group makes the most learner gains, and will provide models for other schools to adopt.

Oklahoma City - Dr. Bill Lillard, superintendent
This is a planning with pilot grant to implement the alternative modes of education in an Oklahoma City high school. Effective evaluation designs have been developed to measure the cognitive and affective domain gains.

Sand Springs - Clyde Boyd, superintendent
A guidance program providing for the development of future focus role images. The program provides for an exploration counselor and makes provisions for students to get out into the community, rather than bringing the business world into the school.

Midwest City - J. E. Sutton, superintendent
An elementary guidance program utilizing the elementary counselor as a coordinator of a teacher guidance program with the utilization of inservice for the staff, and guidance as an integral part of the curriculum.

Crooked Oak - Roger Holloway, superintendent
A project for hyperkinetic children through the effective utilization of the teacher, counselor and learner with a team approach.

Ada - Max D. Skelton, superintendent
This is a school community inter-action program whereby a selected group of students will spend a half day working with community groups such as civic clubs, chamber of commerce, cultural activities, courts, etc., and may be given credit in social studies or some of the arts and humanities. The program is designed to provide a smooth transition from school to community life.

Durant - W. H. Rainwater, superintendent

A true career education program making wide use of video tapes and related materials with an effective inservice program.

Watonga - Dr. Charles L. Weber, superintendent
A program designed to change behavioral attitudes through the use of an interdisciplinary approach with the music, art and physical education teachers. Watonga has a high concentration of Indians and Blacks.

Western Heights - Dr. Leonard Campbell, superintendent
The proposal provides for the development of leadership in a community of medium income and a heavily industrialized community. In a team approach between industrial leaders, students and teachers, with an apprenticeship program for the students.

Northwest Education Center

Title of Project - Northwest Oklahoma Education Center
Project Director - Dr. Joe Lawter
Superintendent of School - R. L. Brandenburg
L.E.A. and Address - Alva Public Schools, Alva, OK 73717

The Northwest Oklahoma Education Center is a Title III project designed to provide supplementary educational services for 15 small to intermediate size schools in a sparsely populated area of Northwest Oklahoma. The services provided by Title III funds are in basic areas: Special Education (gifted and speech therapy), Guidance (elementary and secondary), Curriculum Improvement, and Research. It is anticipated by the administrators in the project that the process of cooperative use of the services will project itself into a basic unit which will be continued after funding has been completed. The area of concentration includes all schools in three counties (Alfalfa, Major, and Woods) and one school in each of the counties which border on these counties. The year 1973-74 was the first year of full funding of the project after a one year (1972-73) small planning grant.

The services provided vary from direct services to the students (80 per cent) to direct in-service training for staff to improve curriculum. The basic staff includes a half time administrator, who also serves in in-service training, three speech therapists, two secondary counselors, two elementary counselor-psychometrists, one teacher of the gifted, two half time media specialists, and a half time nurse for Major County.

OBJECTIVES:

The stated goal or purpose of the Northwest Oklahoma Education Center is to provide cooperative supplementary educational services to 15 local districts in a six county area. The following objectives have been established:

Elementary Guidance - during 1973-74, the Center will provide guidance services to all elementary schools who request services. All students who have learning problems will be assessed and a remediation plan will be developed. Fifty per cent of all elementary students will be involved in group guidance activities, and 50 per cent of the teaching staff will improve in the understanding of tests.

Speech Therapy - during 1973-74, 75 per cent of all students who have been identified will have received services and 50 per cent of all participants will show marked progress and/or improvement based on ratings by the therapists.

Media Consultants - the Center will assist in the development of media components in support of curriculum. All schools will be visited and presented with an operational plan, and services will be provided to 75 per cent of all teachers requesting services.

Secondary Counselors - the Center will provide secondary guidance services to all schools who do not have guidance services. Seventy-five per cent of the schools involved will have developed a guidance plan which will include: testing, counseling, occupational information, and educational planning. Seventy-five per cent of all secondary students will have cumulative folders.

Teacher of the Gifted - the Center will provide a lab teacher for all gifted children referred for grades 4, 5, and 6. Seventy-five per cent of all identified gifted children in grades 4, 5, and 6 who are recommended by the schools will receive supplementary teaching by the lab teacher, and an individual file will be developed on each child in the project.

Health Services - the Center will provide health services to one county without a health component. All elementary students in the area will be screened for health problems and health records will be developed for 90 per cent of all students.

The evaluation of the Center's activities can be only tentative, but will be made in the affective domain by use of questionnaires which will provide a judgment of the effectiveness of the different services as reported by administrators, teachers, parents, and students. The cognitive domain evaluation will be determined by the staff's reports on contacts and services rendered.

Strategies to Improve

Title of Project: Educational Improvement Through Instructional Models and Improved Inservice Strategies

Project Director: Bill J. Hicks, Assistant Superintendent, Blackwell City Schools, Blackwell, Oklahoma

Superintendent of Schools: Wesley W. Beck, Jr. Ed. D., Blackwell City Schools, Blackwell, Oklahoma

LEA: Blackwell City Schools, Blackwell, Oklahoma 74631

With so much information becoming available concerning new and promising educational materials and instructional procedures, it is often tempting for local districts to make major modifications in existing educational programs in response to pressures from national, state and local groups.

If desired educational changes are undertaken without adequate staff preparation, then the effectiveness of such change will not, cannot be fairly evaluated. Two major problems - Lack of adequate preservice orientation for teachers prior to the implementation of new educational programs, and the absence of continuing inservice support while teachers are invoived in change processes, are perhaps the greatest barriers to educational reform. These two problems were recognized as the Blackwell City Schools, in response to a Needs Assessment Study, began to plan ways in which to move the elementary schools from the traditional homeroom organization to a nongraded, differentiated staffing procedure. In seeking ways to bring about these organizational changes in an orderly, well-defined fashion, the Blackwell City Schools have developed a program of continuing inservice, and a requirement for teacher orientation before new programs are implemented. The project is called the Center for Continuing Inservice.

The first goal of the new inservice project was to develop a plan for converting four elementary schools to the nongraded pattern within a three year period. The initial step was to develop a demonstration school to serve as an exemplary model of nongraded primary education. This program has now been developed at Parkside

Elementary School, Blackwell, Oklahoma. The second part of the project which is being carried out during the current school year is to utilize the demonstration school as a change vehicle by transmitting successful program components from the model school to other elementary schools in the district.

The demonstration school has been in operation for one and one-half years. During this time the Title III staff has developed an instructional program which includes team teaching, management systems for continuous assessment of learner needs, and a description of desired teacher behavior in 26 different teaching activities. Teacher training prior to implementing this design was done entirely through school-based inservice projects. The program is attempting to identify the necessary procedures

to follow in making inservice instruction an integral part of the total school program.

The project emphasizes:

- Making inservice a part of the regular school day, rather than an addition to it.
- Bringing university staff members to local schools where theory and actual operation can merge in the functioning classroom.
- Using as curriculum components only those educational materials which have been proven through research and extensive field testing. (No curriculum components have been selected which have been field tested with fewer than 100,000 students.)
- Gaining teacher release time through the use of certificated substitute teachers on a regular basis.

The instructional programs developed through this project have produced increased student growth in reading comprehension, word attack skills, reading readiness and mathematics readiness as evidenced by achievement and criterion referenced assessment instruments. A comprehensive assessment is now being made of student self-concept in an attempt to determine student growth in the affective domain. It is hypothesized that the development of a positive self-concept will be greater when the needs of the individual student are accurately identified, and instruction is provided to meet identified needs.

OBJECTIVES:

By December 1, 1972 a conceptual model for a nongraded primary unit will be presented to the Blackwell Board of Education.

Inherent within this concept is the assumption that each student will be assisted in the development of skills and knowledge commensurate with his own abilities.
Evaluation 1 2 3 (4)

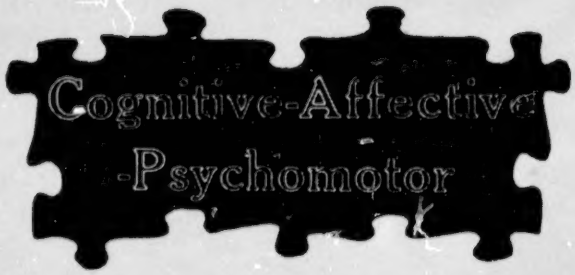
By September 1, 1973 the model described in objective no. 1 will be operational. The instructional systems to be utilized will provide management systems in all skill areas. The systems will include measurable objectives so that learner progress can be accurately monitored.

1 2 3 (4)

To develop, by December 1, 1973, a program of on-going inservice activities and supportive services which will facilitate the transmission of successful educational practices from one school to another through a school-based teacher training center.

1 (2) 3 4

(These services are currently being developed and tested)



Title of Project: Colbert CAP (Cognitive-Affective-Psychomotor)
Project Director: Mrs. Ann Krueger
Superintendent of School: C. F. Howard
LEA: Colbert Public Schools
Box 310
Colbert, Oklahoma 74733

Each child develops as a "whole," and it is to this concept the Colbert CAP (Cognitive - Affective - Psychomotor) Program is dedicated. In the previous two years of Title III ESEA funding, the cognitive and affective areas have received much emphasis. The vertical structure of the school was changed to an ungraded, multi-level primary school in 1971-72 and continued in 1972-73 with the open school concept initiated in the self-contained classrooms and in a new open facility. The levels have been implemented and strengthened in the 1973-74 school term through the continued strategies of teaming, openness, open-area facilities, cultural arts, developmental reading, and the facilities of the Learning Center in addition to the added strategies of a crosstutorial program and a psychomotor program.

Behaviorial objectives based on reading were written and are utilized by the teachers in determining each child's level for placement in a class. The Spache Diagnostic Reading Test is also given to aid in this initial placement of a child. A free interchange of students has been affected in the ungraded school, from level to level and from room to room.

Significant results have continued to prove the effectiveness of the developmental reading program, designed not only for those needing remediation, but for children at all levels.

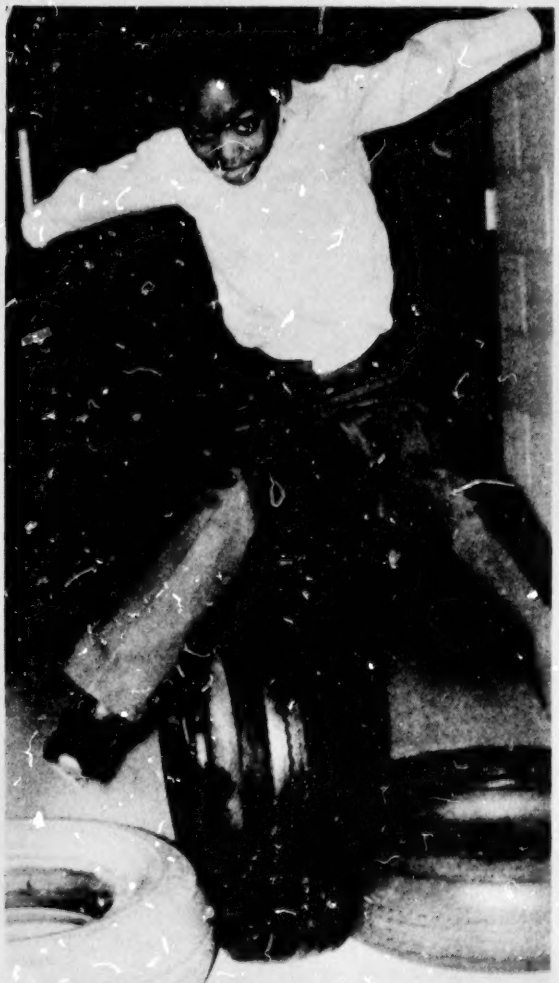
The cultural program is a "participating" one in which children learn to sing, draw, and perform. The program is designed to enrich and strengthen each child's cultural heritage and to improve his self image. Correlation with other learning areas makes the entire curriculum much more meaningful.

Students and teachers find the Learning Center a valuable resource center equipped with varied types of educational media.

A physical education program is being developed this year that includes motor development, movement exploration, perceptual-motor skills, and a multi-disciplinary approach to learning.

In addition to including the "P" in the CAP program in 1973-74, a cross-tutorial program has been initiated.

The exemplariness of our program has been shown by the number of changes that have been made in area schools as a result of the success of the program here in Colbert.



OBJECTIVES:

The Colbert Public Schools will continue an ungraded primary school in lieu of the traditional first, second, and third grades. Each child will be placed in a level with others whose achievement is comparable.

The Colbert School System will provide In-Service Education Workshops for the Colbert elementary faculty and for all area schools desiring to attend.

The Colbert Schools will continue the employment of a project director/counselor who will provide guidance services and serve as a coordinator.

Books, materials and media will be provided through the Multi-Media Learning Center.

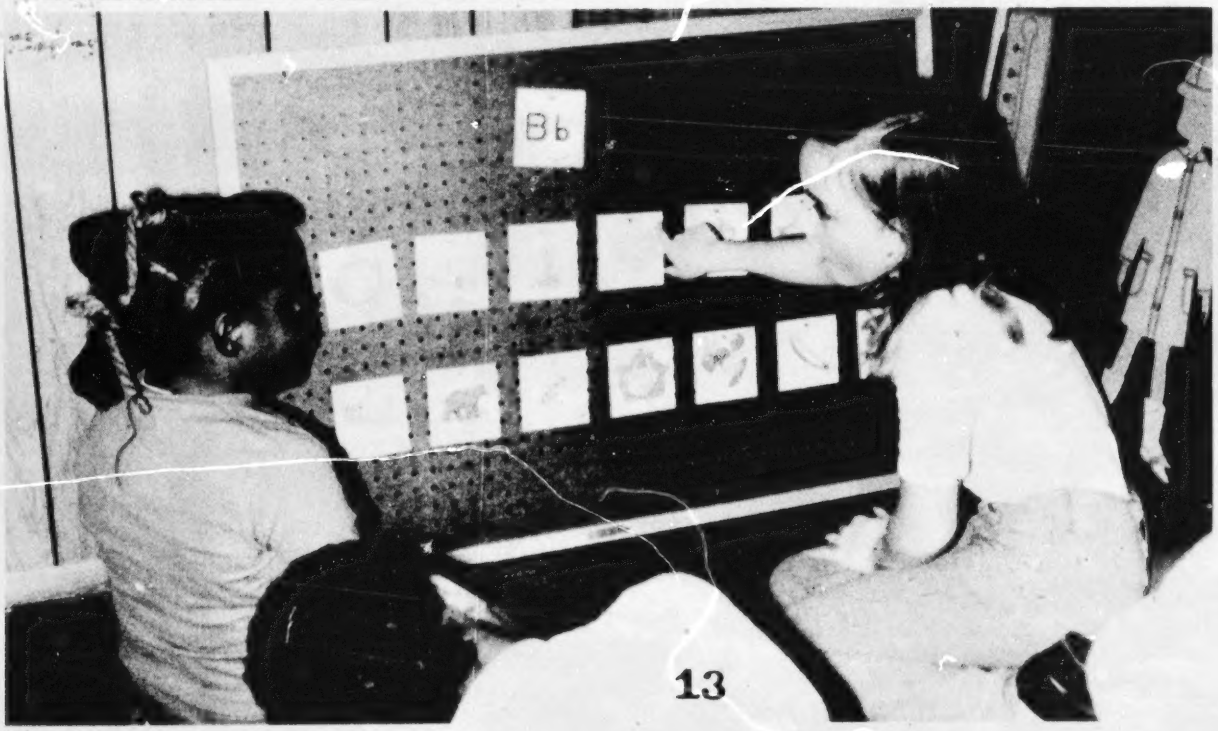
A developmental reading program, designed to assist the retarded reader and the disabled reader, will be continued.

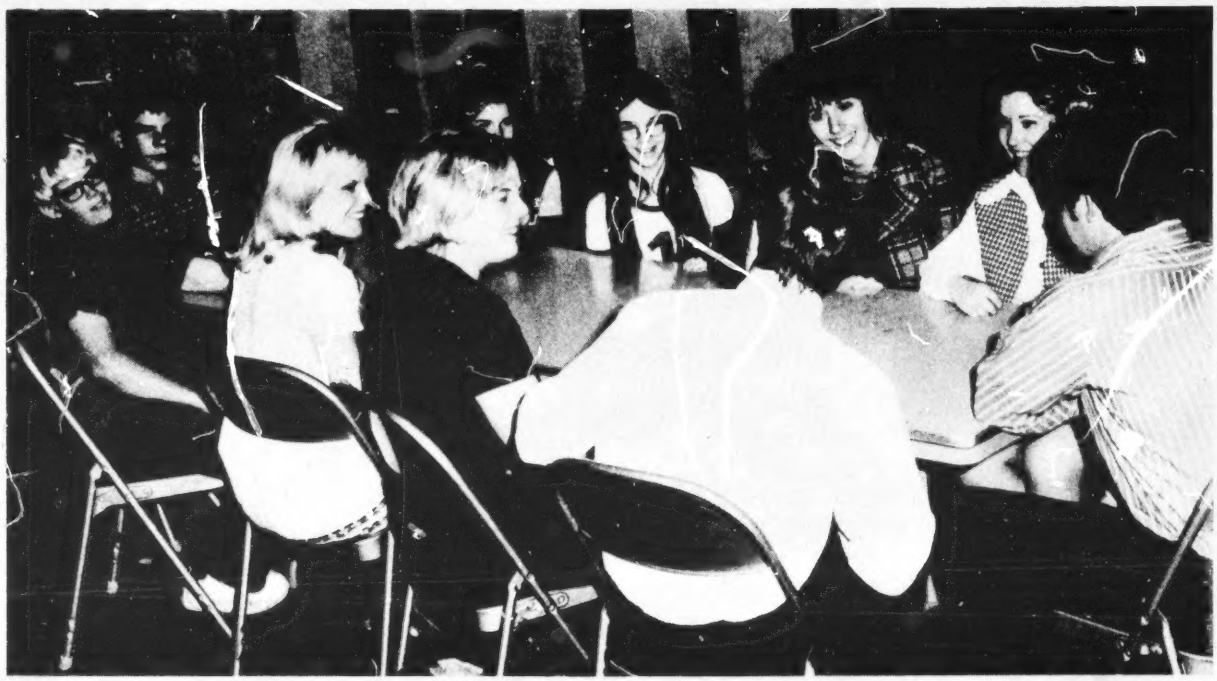
A cultural enrichment program with emphasis on art, music, and the speech arts will be continued.

A developmental, sequential physical education program will be initiated.

The Colbert Ungraded Primary School will initiate and develop a tutorial program, designed to assist both the tutor and the student who receives the tutoring.

It is the goal of Colbert CAP to continue instructing and assisting the development of each child as a "whole."





Accountability, Mini-Courses

Title of Project: Accountability and Mini-Courses
Project Director: Dr. Kenneth Elsner
Superintendent of Schools: Dr. George Rowley
LEA: Edmond Public Schools
1216 South Rankin
Edmond, Oklahoma 73034

During the fall semester of 1971, mini-courses were introduced into Edmond's Memorial Junior High School--which has an enrollment of 1000 students in grades 7 and 8-- to allow students, teachers, community leaders and administrators to experiment in curriculum revision and utilization of new teaching techniques.

A steering committee of eight students, eight community leaders and four teachers was established to identify the areas to be developed into mini-courses of either one, two or three days in length. The steering committee identified eight potential areas. Students on the committee were asked to have the student body vote on what they would like to have developed into a mini-course.

Planning committees for each area were formed. Each committee was composed of our students, four community leaders and two teachers. The function of the planning committee was to plan all phases of the mini-course, making sure that all accountability factors were adhered to in the final plans.

An outside evaluator and educational auditor were employed by the project and worked with the planning committees. Community leaders on the planning committees included representatives from Oklahoma State Department of Education, Central State University, administrators of professional charm schools, State Safety Department, State Wildlife Commission, Police Department and local beauticians.

The first mini-course was conducted in January, 1972, and was two days in length with gun safety and charm school as the topics. Since then drug education, leisure time activities, and speech and drama, are some of the topics that have been developed into mini-courses. They have been conducted at the junior high, university campuses, police firing range, television station, medical center, and other places that could bring the student into closer contact with the community.

Mini-courses have been enthusiastically received by both students and community. Preliminary reports from the outside evaluator and educational auditor indicate that project objectives are being achieved.

Goal:

The development of the accountability concept in junior high school curriculum and teaching methods through mini-courses.

OBJECTIVES:

1. Given the opportunity to become involved in the development of mini-course, junior high students will select units that 80 per cent of the junior high will accept as relevant curriculum as indicated on a student questionnaire.

2. Given the opportunity, a minimum of 50 community leaders will become involved in the planning, implementation and evaluation of mini-courses as documented by the project evaluator.

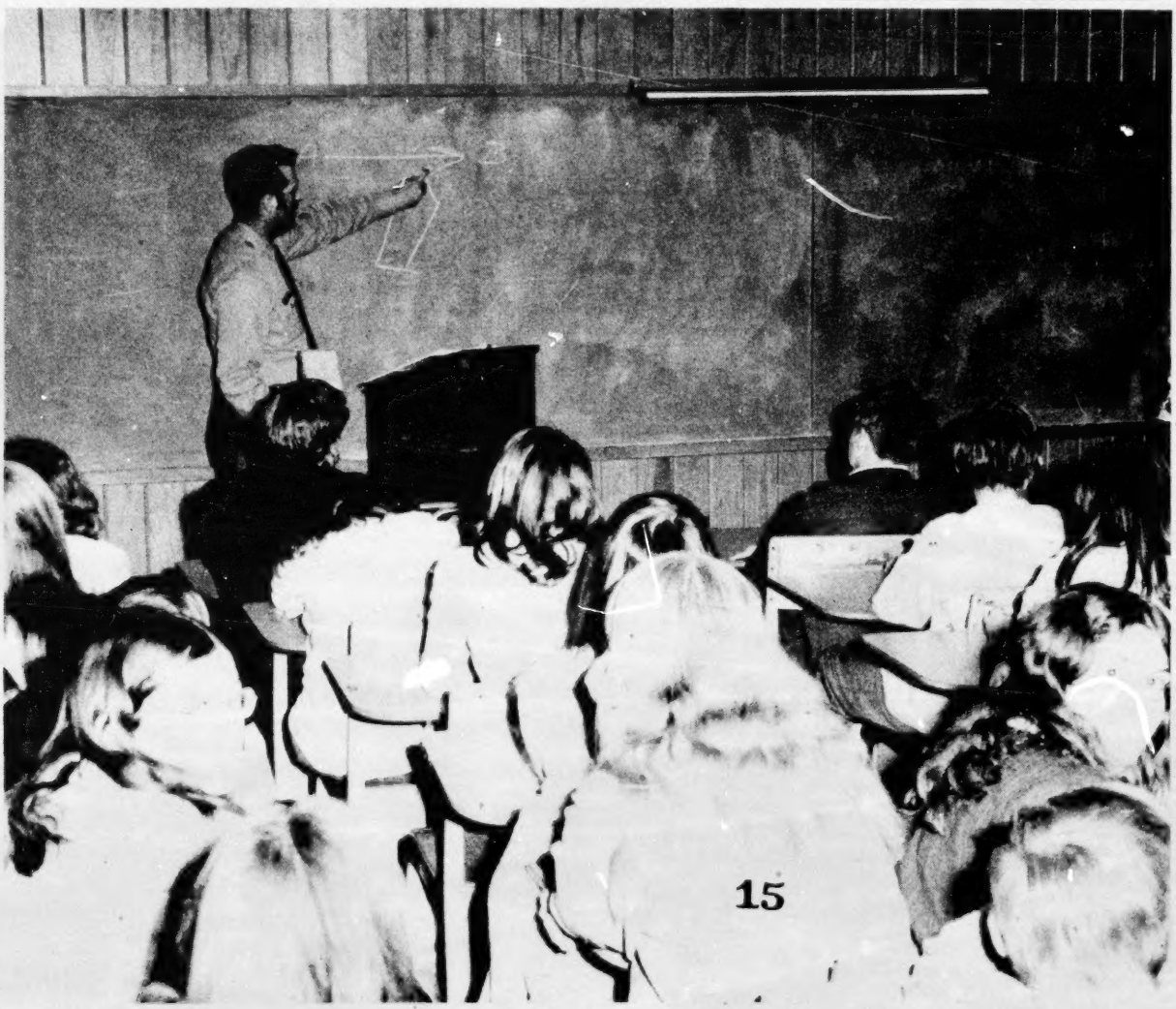
3. As a result of mini-courses, the amount of communications between teachers, community leaders, students and administrators will increase as indicated by questionnaires and outside observers.

4. Through mini-courses, 80 per cent of the Memorial Junior High School teachers will implement accountability concepts in the regular academic program, as judged by an outside evaluator.

Conclusion:

Mini-courses can be very effective in improving curriculum content and teaching techniques. Curriculum content can be enriched and made "relevant" by the inclusion of world events in the ongoing program by utilizing mini courses. They provide an atmosphere that is conducive to experimentation by teachers and administrators. Community and student involvement in conducting mini-courses can make a significant contribution in the area of school-community relations.

During a time of change, mini-courses is one technique that can be used to explore innovations. The Edmond School District expects to continue using this technique in the search for new ways of improving the educational program.



Region 14 Service Center

Title of Project: Southwest Oklahoma Region 14 Service Center
Superintendent of Schools: Joe E. White
LEA: Elk City Public Schools
222 West Broadway
Elk City, Oklahoma 73644

The specific purpose of this Title III ESEA project was to develop a supplemental psycho-educational service center for eight Southwestern Oklahoma counties and 39 school districts.

OBJECTIVES:

During the 1973-74 academic year, the Region 14 Service Center will assist the kindergarten program in three school districts to enable 90 per cent of the children to achieve the designated scores on the following instruments by the end of the academic year:

44 on the Metropolitan Readiness Test
40 or more on the Thomas Self-Concept Value Test
25 or more on the Oklahoma City Motor Screening Tool

During the 1973-74 school year, the Center will continue to serve the school districts within the 8 county region with psycho-education assessment of students referred to identify learning disability and educably mentally handicapped students for placement in special education classes.

Region 14 will enable 75 per cent of the kindergarten children in the high-risk kindergarten program in Elk City to achieve the designated scores on the following instruments by the end of the academic year:

44 on the Metropolitan Readiness Test
40 or more on the Thomas Self-Concept Value Test
25 or more on the Oklahoma City Motor Screening Tool

During the 1973-74 academic year, the achievement level of 85 per cent of the students enrolled in the Title III EMH Learning Labs will be raised in proportion to the ratio of I.Q./ Wechsler Mental Age of normal growth expectancy each year in reading, spelling, and arithmetic as measured by the Wide Range Achievement Test.

During the 1973-74 academic year, the achievement level of 85 per cent of the students enrolled in the Title III L.D. Learning Labs will be raised one academic year in reading, spelling, and arithmetic as measured by the Wide Range Achievement Test.

During the 1973-74 academic year, the Center will employ a Speech Therapist to be available to the school districts in Region 14. Speech evaluation, language training, and speech therapy will be available to any child referred within the Region who is identified as having a speech or language problem.

During the 1973-74 academic year, the Service Center staff will increase by ten per cent over last year the number of inservice training sessions and workshops for educators; increase by ten per cent the number of speaking engagements explaining the Project to parents, teachers, and civic clubs.

Inservice training has been given to the kindergarten teachers in Cordell, Sentinel, and Mountain View; materials were purchased; all the students were tested and were given individualized instruction based on need.

Students in Region 14 who have been identified as having a learning disability or mental handicap have been placed in a special education lab and receive individual instruction each day.

During the 1972-73 school year, 93 per cent of the students enrolled in an EMH Lab achieved the goal set for them. During the 1972-73 school year, the average gain for each student enrolled in an LD Lab exceeded the goal which was set.

A speech therapist was employed in August, 1973 and to date, he has completed the screening and testing of students who have been referred. He works weekly with 90 students in 11 school districts providing speech training and therapy.

To date, the staff has increased by more than 50 per cent over last year the number of inservice training sessions, workshops, and speaking engagements.

Title of Project: "ADAPT" (A Developmental Approach To Psycho-Motor Transfer)
Project Director: Don Friesen
Superintendent of Schools: Bob L. Van Meter
LEA: Fairview Elementary School
Fairview, Oklahoma 73737

Out of a need to do more for the child with marginal learning difficuluties and from the direction of developmental research, ADAPT was written, developed and implemented the fall of 1972.

ADAPT is based on the hypothesis that learning readiness may be enhanced through properly structured psycho-motor activities. This preventive developmental program attempts to develop and/or correct developmental lags and to provide supplementary programming to offset future learning problems.

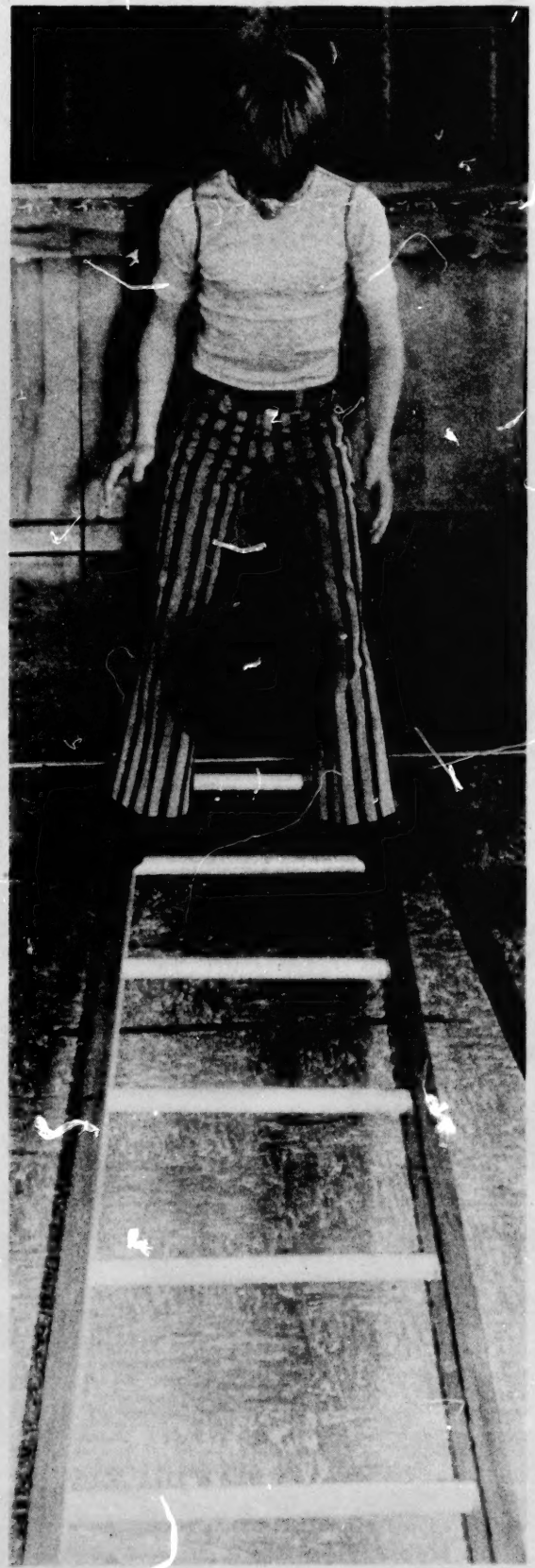
Remediation is expensive, time consuming and usually needs concurrant supportive help in more areas than the academic. The major goal of this movement oriented program is to place the emphasis on prevention and immediate programming to prevent failure.

All students (K-4) have been included in the program because: (1) many students not qualifying for special education still possess learning difficulties in varying degrees, and (2) much of the literature was encouraging more special developmental work with all students. The initiation of similar programs nationally is evidence of increasing interest in this concept.

In the spring of 1972 every student was screened in 11 psycho-motor areas. Screening results were recorded on student profile charts and individually programmed into the appropriate developmental activities.

The program is structured so that each child receives twenty minutes of psycho-motor training everyday. Each class is divided into four groups with each group having four to six students. The activities are determined by the areas in which that group needs training, the variance being within the activity for individual differences.

It should be noted at this point that no claims are being made to the effect that psycho-motor training alone will improve the child's intellectual abilities. To affect academic transfer, cognitive activities must be directly and obviously built into movement activities. In some activities these bridges are structured in such as: jumping spelling words and math combinations on mini-tramps and letter/numeral grids. In other activities cognitive bridges are not deliberately built in because we are working on motor development for it's own sake.



OBJECTIVES (73-75):

The average ability student at each grade level, during the course of a year, will make a 1.1 year growth in reading and math.

The average ability student at each grade level will statistically show significant improvement in their self-esteem.

The average ability student will make a 3 point improvement on large motor skills (factor I), 2 points on eye-motor skills (factor II) and 2 points on perceptual skills (factor III) in each grade level.

These objectives will apply to the normal range of students in achievement, psycho-motor skills and self-esteem. The normal range is one SD above and below the mean, which contains 68 per cent of the student population.

Generally speaking, the developmental gains of students from grades one to four were positive on all psycho-motor factors. No one grade level or type of student showed consistent weaknesses.

The medium I.Q. and medium self-esteem groups scored very consistently in reading up to grade four, where they dropped almost ten percentiles.

Math achievement for high and low ability groups showed positive gains over the national norming group through grade three. During grade four all ability groups and self-esteem levels either dropped in math or stayed at the same level. Good growth curves occurred up to that point.

Pre and post self-esteem scores led to the conclusion that a significant number of those students who showed negative self-concepts at the beginning of the school year made positive adjustments in their self-concepts.

A more detailed evaluation analysis is available upon request.

Title of Project: "ARTA" A Road To Accountability
Project Director: Raymond E. Roblyer
Superintendent of Schools: Melvin L. Mackey
LEA: Minco Public Schools El Reno Public Schools
Minco, Oklahoma Yukon Public Schools
Cooperative 3059

The ARTA Project (A Road to Accountability) is an experimental accountability program to establish "in house" performance contracting to make teaching more effective via an incentive payment system to teachers for above gains of students. The variables of the project, which were the basis for teachers' incentive payments, were students' achievement, self-esteem, and average daily attendance.

FORMULAS FOR INCENTIVE PAYMENTS

The formulas for incentive payments were as follows:

Elementary: $2400 (a) 13.3 (b) 100 (c) x (d)
Secondary: $2400 (a) 32.0 (b) 100 (c) x (d)

Variable (a) is the net achievement term calculated by subtracting the expected gain from the attained achievement gain. Variable (b) is the net self-esteem term obtained by subtracting the expected gain of 3.25 for elementary or 3.5 for secondary from the attained self-esteem growth of a teacher's students. Variable (c) is the net average daily attendance, which is the difference between current A.D.A. of students and that of the previous year. The final term of the equation, (d), gives the fractional part of $2000 (a teacher's maximum incentive payment) for which the class was worth. The constants in the formulas were set to give the achievement, self-esteem, and A.D.A. factors weights of 60 per cent, 20 per cent, and 20 per cent, respectively.

Net self-esteem mid-percentile ranks for each grade level and for the total sample, which was 13.18. This value indicated that teachers were able to increase students' self-esteem by 13.18 percentiles above the value needed for a significant gain. Correlations between variables revealed that students' self-esteem scores correlated significantly with achievement in reading and math.

INCENTIVE PAYMENTS

Incentive payments during the second year rose from $36,668 to $39,111 while maximum dollars available for payments dropped from $60,400 to $54,800. Thus, only 60 per cent of maximum dollars in payments were made to teachers during 1971-72, whereas, during the second year this percentage rose to 71 per cent.

The increases in payments that teachers received during the second year can be typified by a fifth grade teacher who received only $400 in 1971-72 of a possible $2000; she explained that she wanted to see what would happen if she made no more effort than in previous years. During the second year she earned almost $1,600, which resulted from working much harder with her students to use in-service training suggestions for improving achievement, self-esteem, and A.D.A.

OBJECTIVES:

To provide instruction to 1,300 students in grades 2, 5, 8th grade math and 10th grade language arts which will improve cognitive achievement grade score gains beyond one year's growth.

To increase average daily attendance over the previous year.

To improve the self-esteem of the target population of students.

The thirty ARTA teachers were given in-service training related to meeting individual learner needs; establishing a positive learning environment; improving the self-esteem of students as related to peers, self and school, and having parental conferences with parents to learn the histories, attitudes, and needs of students.

The overall grade equivalent score mean attained by the total sample during 1972-73 was 1.6. The second year of Project ARTA was to have been deemed successful if the total sample gain equalled or excelled the national average of 1.0 grade equivalent score. The net achievement of ARTA students was 0.54 above the national average of 1.0. ARTA's second year was much more successful than its first, where students' grade score mean gain in 1971-72 was below the national average.

The overall net average daily attendance was 1.85, which was a significant gain over the -0.85 of 1971-72. The net A.D.A. of 1.85 for 1972-73 means that there was, on the average, an increase in attendance from the previous year of almost two days per student. Mostly due to the efforts of teachers in the project, the 1,300 ARTA students totalled 2,300 more days in school than during 1971-72.

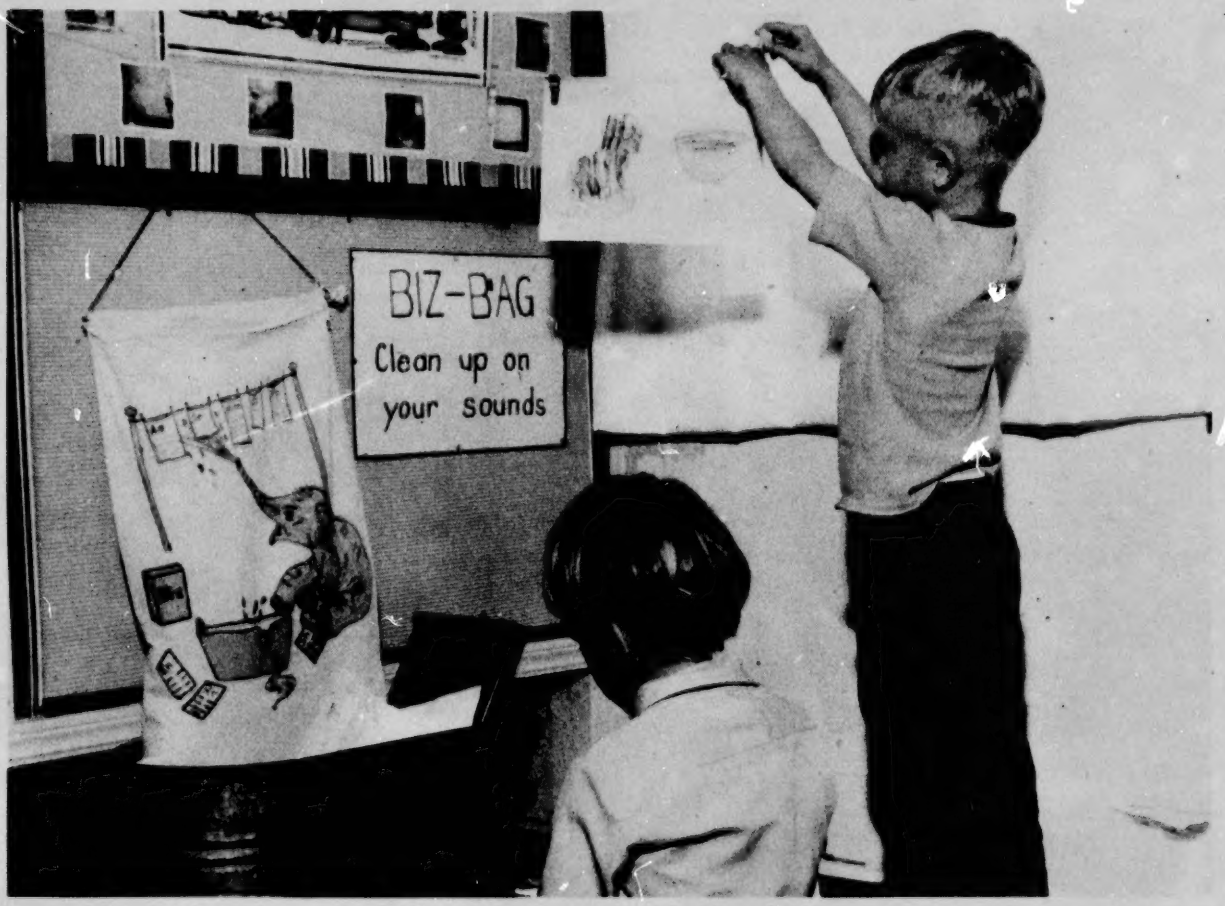
Title of Project: Project Stay (School To Aid Youth)
Project Director: Thomas D. Butler
Superintendent of Schools: Jerry Doyle
LEA: Moore Public Schools,
400 N. Broadway
Moore, Oklahoma 73160

Project STAY (School To Aid Youth) is an innovative approach to develop a potential solution to attack and correct a perennial educational problem--dropping out of school. STAY has been set up for the purpose of helping carefully selected students in grades one through three find the success necessary to encourage them to stay in school long enough to graduate from high school.

In America, a considerable percentage of students are handicapped in reading. Many children have difficulty with numbers, and many need special encouragement in the development of personality and self-confidence. Because of the rapid turnover of students in the Moore School System, it is impossible to determine from year to year what percentage of students will be in need of extra assistance, but STAY is contributing to the well-being of the entire city.

The project has five divisions: counseling and testing; verbal skills; mathematics; human relations and the fine arts. Participating students are in the STAY Learning Center one-half day and in the regular classroom one-half day. When a student has made adequate progress he will be returned to the regular school program on a full-time basis.

A continuous in-service training program for classroom teachers and staff is considered an important and integral part of Project STAY. As one of the goals of in-service education, the staff will determine their in-service needs at regular intervals, prevail upon existing resources to furnish representatives that could offer information and training techniques pertinent to their professional growth.



OBJECTIVES:

To evaluate effectively Project STAY, learner orientated performance objectives were established. The process objectives which relate specifically to the three performance objectives are listed as follows:

Objective - To provide individualized instruction in reading and arithmetic for all students in the project to effect a mean achievement growth of 20 percentile points by first year students, 25 percentile points by second year students, and 30 percentile points by third year students.

Evaluation - Early Stanford Achievement Tests will be administered to all students upon entrance and prior to termination or end of school year. Level I will be administered to first grade students and Level II to second graders. Accomplishment of Objective I will be determined by comparison of mid-percentile gains of each sub-test with the stated criterion.

Objective - To improve significantly (.05 level) the student's perception of himself while in the project as related to his regard for himself as a person of worth and value, assumption of positive role in inter-personal relationships, and positive adjustment to the school environment.

Evaluation - The Behavior Check List will be completed by project teachers on each student upon entrance and prior to termination or end of school year. The instrument contains teacher observation reports on students concerning feeling of worth and value, inter-personal relationships, and school adjustment. The following indicates the items which are summed to yield the three required sub-scale scores:

Sub Scale	Items on Behavior Check List
Worth and Value	5,6,8,10,11
Inter-personal Relationships	7,9
School Adjustment	1,2,3,4,12

Objective - To return 30 per cent of Project students annually from the program to full-time regular classroom instruction, after which their median achievement on standardized tests in reading and arithmetic will be at the 40th percentile or greater.

Evaluation - Normative comparisons will be made between mid-percentile ranks of project students returning to regular classrooms full-time and the 40 percentile criterion. Percentages of students returned annually will be calculated to determine whether the 30 percentile return criterion has been met.

Project STAY is love.

Project STAY is happiness.

Project STAY is innovativeness practically applied.

Project STAY is low cost.

Project STAY is exportable--to any place there are children with problems and teachers with dedication.

Title of Project: Interblock
Project Director: Sally Hedges
Superintendent of Schools: Lester Reed
LEA: Norman High School
West Main and Pickard
Norman, Oklahoma 73069

The Interblock program is an interdisciplinary team teaching situation within a block of time for "non-committed learners." The students for the program are selected by their teachers, counselors and administrators on the following criteria: poor school attendance, underachievement in terms of ability levels as tested by standardized tests, and behavioral problems in the classroom.

The modular schedule at Norman High School permits the manipulation of time in order to develop a school within a school, which is essentially what the Interblock program is. Students attend the program for approximately three hours every morning. They are scheduled into the four disciplines of English, math, social studies and science, all required courses for high school graduation. Within each of the disciplines, the courses are individualized to meet the particular needs of the students. A great number of audio-visual materials are used in all the classes to create interest and variety. The curriculum is designed to allow each student to experience success in school so that he might come closer to utilizing his potential abilities.

Peer tutoring is available for those students who are receptive to having this kind of help. Tutors are available from students within the Interblock program and from students who have volunteered from the National Honor Society. The value of this experience hinges upon a positive relationship between student and tutor.

The type of student enrolled in the Interblock program usually has a very negative self-concept. This, in part, is due to the continued failures experienced in school. By providing an individualized curriculum, which will allow the student to experience success, and by humanizing the instruction, which will provide positive relationships with an adult (teacher or authority figure), the students can more easily work toward positive behavioral changes in all social situations.

Dr. Bob Ragland, a clinical psychologist, spends two mornings a week with Interblock students. He conducts rap sessions in which the students have an opportunity to discuss in groups problems of their choosing, and the students often engage in role playing situations. They also have an opportunity for individual conferences.

OBJECTIVES:

1. The non-committed learner will achieve a minimum grade of D (passing for transcript credit) in two basic courses in Interblock at the end of the semester grading period in the disciplines of English, math, science, and social studies.

Approximately 70 per cent of the Interblock students meet this objective as evidenced by transcript records.

2. The non-committed learner will attend school 80 per cent regularly and will have developed improved attendance of school habits by the end of two semesters enrollment in the program.

Approximately 75 per cent of the Interblock students meet the objective as evidenced by daily attendance records throughout the school year.

3. The non-committed learner will develop behavioral changes in terms of his attitudes toward attending school, academic performance, and the regard he has for himself as a worthwhile individual.

In this affective domain, behavior, attitudes, feelings and social relationships among faculty and peers is evaluated by the maintenance of anecdotal files on each student throughout the year. All teachers of students in Interblock are asked to make comments about the student's behavior on a case conference form every three weeks. From these and from records of attendance and grades, approximately 70 per cent of the Interblock students meet this objective.

Fifty per cent or more of the students who complete a school year in the Interblock program will graduate from high school after the twelfth grade.

This evaluation will not be measurable until the end of this school year.

Multiphased Individualized Instruction

Title of Project: Multiphased Individualized Instruction Project
Project Director: Gene Steiger, Coordinator of Special Curriculum Projects
Superintendent of Schools: Dr. Bill Lillard
LEA: Oklahoma City Public Schools
900 N. Klein
Oklahoma City, Oklahoma 73106

The Title III project of the Oklahoma City Public Schools calls for the development of materials to provide individualized instructional options. Two types of materials are being developed: (1) Unipacs, a bank of individual study units, and (2) computer assisted drill and practice, problem solving and simulation programs.

OBJECTIVES:

The goals of the project are to develop skills in writing individual study units, assist teachers in writing and field testing three hundred Unipacs by July 1, 1974, and editing and disseminating the Unipacs during the 1974-75 school year. Other goals include training high school teachers in the use of the computer as an instructional tool.

Unipacs and computer programs will be two of several resources available to promote individualized educational experiences for the students in the Oklahoma City Public Schools. These study units are built around a single conceptual goal and consist of: (1) a series of related behavioral objectives, (2) a pretest, (3) study options which allow for a variety of learning styles and interests, (4) a post test, and (5) a list of resources for related optional activities.

Unipacs fit into a continuous progress scheme and are most useful in flexible, nongraded school programs. They may be prescribed by the teacher as part of the progressive development of skills and concepts or may be selected by students in areas of personal interest.

Each Unipac allows the teacher to perform within the Individualized Education Model in use within the school district: diagnosis of educational strengths and weaknesses, prescription of educational activities based on diagnosed need, implementation of the educational prescription, analysis of the progress during instruction and assessment of achievement.

Individualized instruction materials developed in the project are not intended to furnish a total instructional program. Unipacs and computerized instruction represent two of many learning options within the classroom. Other options include: (1) large and small group participation for concept development, progressive skill development, pursuit of special interests; (2) individually prescribed instruction in basic skills; and (3) independent study pursuits.

A materials bank is being established within the school district from which teachers may select those units which are appropriate for given learning situations. Schools wishing to participate may also establish their own bank in their school media or resource center.

Elementary Developmental Guidance, Counseling

Title of Project: Exemplary Elementary Developmental Guidance and Counseling Program
Project Director: Larry Foster
Superintendent of Schools: L. W. Good
LEA: Millwood Board of Education
6724 N. Eastern
Oklahoma City, Oklahoma 73111

The guidance department of Millwood Elementary School serves grades K-6. The school is located in a multi-ethnic, multi-racial, predominately middle-class community. The project is designed to assist students to: better understand themselves and their relation to others, become self-sufficient in decision-making, and school work, develop proper appreciation and attitudes toward self and community, develop activities which would promote a more wholesome relationship among all students, and strengthen home-school relationships. The program is further committed to provide inservice training for teachers in all phases of guidance.

OBJECTIVES:

The objectives of the Exemplary Elementary Developmental Guidance and Counseling Program at Millwood are to:

1. Employ personnel and provide equipment and materials for implementing the program.

2. Utilize the SRA Diagnostic Inventory Group Evaluation Survey Test in September and May; implement a group guidance program in all elementary classrooms which will increase the students' understanding of themselves and their relation to others as determined by 80 per cent of the students, increasing their positive response by ten per cent.

3. By May, 1974, 90 per cent of all elementary students will have a better understanding of the world and its relationship to school subjects as determined by a ten per cent increase on a pre and post job-subject relationship survey.

4. Continue programs which will involve parents of 50 per cent of the elementary students.

5. Eighty per cent of faculty will exhibit developmental guidance concepts in regular classroom activities as determined by a quarterly progress report.

Since implementing the guidance program, the overall student body increased 8.4 per cent in their positive responses on the SRA Diagnostic Inventory Group Evaluation Survey Test, a measure of student attitude and self-esteem.

Elementary students showed a 143 per cent increase in understanding the world of work and its relationship to school subjects as determined by a pre and post subject relationship survey.

Eighty per cent of the faculty exhibit developmental guidance concepts in regular classroom activities as evidenced by attitude change, regular use of guidance materials, and development of students' guidance units correlated with regular subject areas.

A five-member on-site evaluation team of administrators and State Department supervisors, coordinators, and directors rated the project on two main points: Innovativeness and Effectiveness/Success. On a scale of 0-5 the project was rated 4 on Innovativeness and 4.5 on Effectiveness/Success.

Title of Project: Lost Sheep
Project Director: Richard M. House
Superintendent of School: Lonny Parrish
LEA: Okmulgee Public Schools
Okmulgee, Oklahoma 74447

Like the shepherd who searches for the one lost sheep although the ninety-nine are doing well in the fold, the Okmulgee City Schools has initiated The Lost Sheep Program, funded primarily through Title III ESEA. Its purpose is to restore teenage youth to credit-earning, educational programs who otherwise would not be in school.

The project, which is now in its second year, utilizes an individualized program having separate facilities but with a curriculum correlated with that of the regular high school. It is called the Opportunity School.

The number of youth, eighteen years of age and younger, who came to the adult learning center for assistance in completing high school studies and the need of continuing educational opportunity for pregnant girls were the factors which precipitated action and a search for a fresh and practical approach to the educational needs of largely ignored Okmulgee youth.

The Opportunity School is located on the third floor of the local Board of Education Building. It is manned by one full-time teacher and a parttime instructor, both of whom are certificated to teach secondary subjects.

Students are offered basic subjects, including English, American History, world geography, mathematics, general science and several business courses. Students in grades seven through twelve earn credit on the same basis as those enrolled in the regular learning situations.

Requirements to be met for credit are established by teachers of the particular subjects in the senior or junior high schools.

In order to earn credit a student must fulfill course requirements and have a minimum of 80 hours of class attendance and/or supervised study for each one-half credit earned.

OBJECTIVES:

1. Return to practical, credit-earning education programs, ten teenage youths who during the previous school year were not in the Okmulgee system but who are now reisdents of the district.

2. Return likewise, ten teenage youths who are dropouts of the Okmulgee Public Schools during the current year.

3. Enroll ninety per cent of the girls who dropped from the regular school setting because of pregnancy in an educational program leading to graduation and/or providing opportunity to maintain classification with their respective age groups.

4. Enroll eighty per cent of all pupils recommended and approved for the Opportunity School.

5. Retain seventy per cent of all ungraduated teenage, redeemed dropouts from the previous year still residents of the district in a practical credit-earning educational program.

Success of the recruitment and implementation of the program was readily apparent by the end of the first semester of the Opportunity School. Cumulative enrolment reached 55 per cent with a membership of 35. None of the students would have been in or continued in the school year without the project.

Specific objectives for the project were met and surpassed. In its second year, cumulative enrolment has reached 38 with a membership of 21. The lower enrolment has been attributed partially to a slowdown in recruitment due to difficulties in getting an English teacher.

Title of Project: Success Through Identification and Curriculum Change (Project: S.T.I.C.C.)
Project Director: S. Sue Haile
Superintendent of Schools: Dr. John L. Martin
LEA: Sapulpa Public Schools
1 South Mission
Sapulpa, Oklahoma 74066

Description of Project: Project S.T.I.C.C. is a systematic, programmed, and documentary attempt to restructure the entire elementary curriculum beginning the first year with kindergarten.

A pre and post screening program has been developed so all children entering kindergarten in Sapulpa-1972-1973, or entering kindergarten and first grade in 1973-1974 are screened to identify individual needs in the psychomotor, cognitive, and affective domains. The areas tested are math, communication skills, perceptual-motor development, and self-concept. Tests used are: Vane Kindergarten, Purdue Perceptual Motor Survey, Metropolitan

Readiness Tests, Thomas Self-Concept, and are administered by, or with the direct supervision of, a certified psychometrist who recommends individual prescriptive instruction based on the needs of each child.

Using the individual computerized prescriptive printouts the children are grouped according to specific needs. Many children who need a very short time in the readiness skills are moved into the academic areas of reading and math. Distar reading and Houghton Mifflin math are used. For those not yet ready for reading, Distar language is used. Specially equipped learning centers for listening, science, motor, art, music, etc. are established and all children are scheduled in these centers each day. Consultant-teacher made tests are administered throughout the year to any child who, according to teacher judgment, seems to need remediation in any area. Prescriptive remediation accompanies each test.

Children who are deemed "high risk" and need special help outside the school are selected by computer and are given a "Home Learning Kit." These kits (exchanged for a different one every three weeks) contain many objects and materials, with written directions for parents so they can work with these children at home. An in-service for parents is held immediately preceeding the children receiving each new kit.

A two week pre-school in-service for teacher training is conducted by outside consultants with on-going in-service throughout the school year for all teachers and aides involved in the program.

OBJECTIVES:

Ninety per cent of all kindergarten children will achieve a total score of 45 or more on math at the end of kindergarten year.

Ninety per cent of all kindergarten children will achieve a total score of 66 or more on the PPMS at the end of the kindergarten year.

Ninty per cent of all kindergarten children will achieve a total score of 50 or more on the TSCV test at the end of the kindergarten year.

Evaluation activities to date:

1. Pre-post testing (results in end of year report) May 1973, Year I results.

	Goals	Pre-Test % of Population	Post-Test % of Population
Thomas	Score of 40 or above	50%	88%
Purdue	Score of 50 or above	60.77%	95%
Metro.	Score of 45 or above	64.9%	89%

2. (a) 1973-1974 Consultant and teacher made test for evaluation of students by teachers.
   (b) Evaluators computer generated educational prescriptions for: (1) all 1973-1974 kindergarten students (now 1st graders) included in 1972-1973 kindergarten post test sample.
   (c) Limited number of teacher referrals on individual students (kindergarten and grade one) for extended evaluation by project psychometrist.

Humanities

Title of Project: MARC IV--A Course in the Humanities
Project Director: Mrs. Elmo Pipps
Superintendent of Schools: Dr. L. R. Westfall
LEA: Shawnee Public Schools, I-93
10th and Harrison Street
Shawnee, Oklahoma 74801

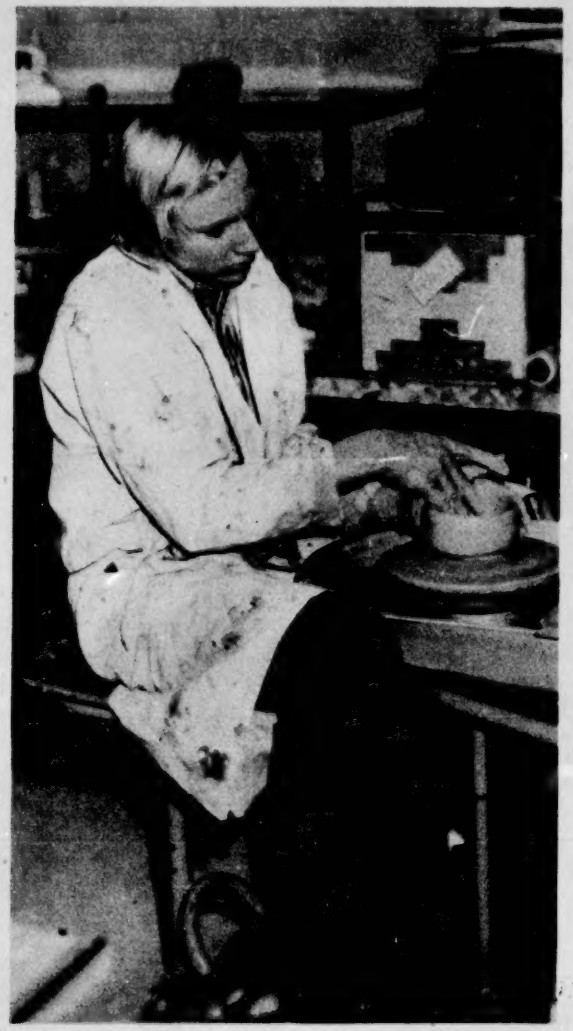
MARC IV is a course in Humanities that is presently being taught at Shawnee High School. The name comes from the subjects included each semester: Music appreciation, Art appreciation, Research elements, and minority Culture. Each subject is taught by a teacher, qualified in that subject, who was already a member of the school staff and who volunteered to teach this innovative class. The idea for the course originated from a faculty committee which used student surveys and teacher opinion to select the four subjects being presented.

The student may choose three of the four subjects for a semester's credit of work. The material covered in the four different subject

areas is unrelated by plan or design. The course is taught during the fourth hour of the day for a period of six weeks. At the end of each six weeks period, students rotate to another subject and another teacher.

This course is in its second year. A grant from Title III, ESEA has been approved for each year. With this, audio-visual aids and equipment have been purchased; students have been taken on field trips; and resource people have been brought in to aid the students.

Goals for MARC IV are: This course will introduce new concepts into the curriculum which will enhance the lives and abilities of the students as well as to open the door to understanding for some of the minority groups in our school in accordance with the expressed desires and needs of the student body. Students will be able to sample three new subject areas without spending excessive time on the subject and without having pressure to earn a high letter grade. Pass/Fail marks are given.



OBJECTIVES:

Students will be able to identify specific music types and periods. Given a musical selection to listen to, the students will be able to identify dominant musical instruments. Students will be able to identify certain famous works of art. Given a particular "period," students will be able to list the most famous artists and their works. Using the tools available in the resource center, students will be able to do the research required for a paper. Students will prepare a short paper, using standard research methods, on the subject of their choice. Students will compare different cultures through research and discussion. Students will participate in culture study by analyzing particular given aspects of a culture.

This course is viewed as part of a solution to an educational problem of student apathy that arises when high school students are offered "the same old thing" in the curriculum. It is believed that through MARC IV's innovative nature and the opportunity for involvement in planning, the students have exhibited greater interest and have assumed rolls of leadership in other areas also.

For the monies expended and the benefits derived, this project has been highly rated. It is working on a small budget and it is an effective, workable project that can be adopted by other school districts with little or no outside expertise and for little cost.

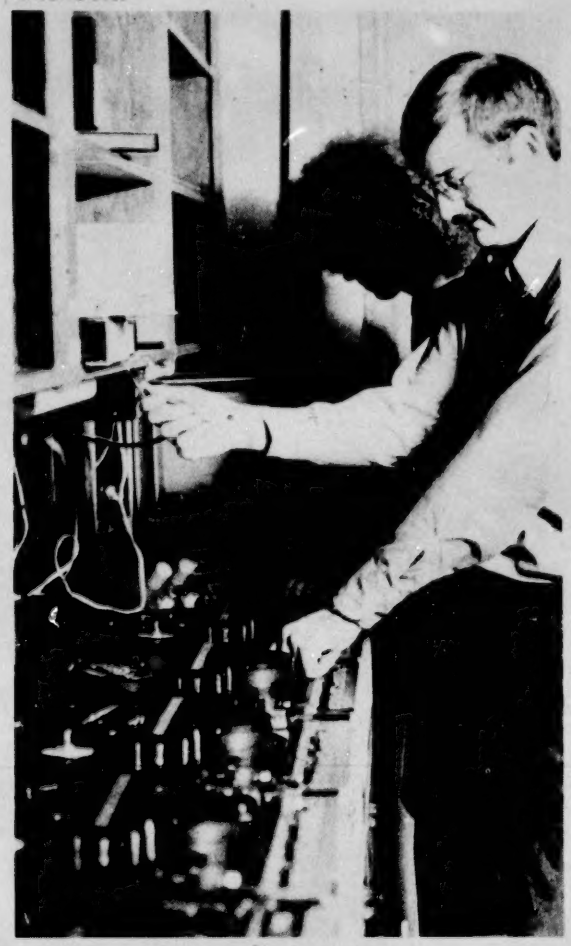
Title of Project: A Regional Program Of Innovative Educational Services

Project Director: Dr. Bill L. Salwaechter

Superintendent of Schools: Dr. William D. Anderson

LEA: Stillwater Public Schools
314 South Lewis Street
Stillwater, Oklahoma 74074

The Region 5 Educational Support Systems Center (ESSC) goals and objectives have been localized around CCTV activities including CCTV system development with 41 regional schools and the development of a systems approach toward educational CCTV materials production. To date, 250 tapes and accompanying lesson guides have been produced for the Region 5 schools.



OBJECTIVES:

Five general objectives serve as guidelines for the Region 5 program. These objectives include (1) production of 100 video tapes, (2) the establishment of seven intraregional video tape libraries, (3) continuation of a "floating" teacher centered inservice program, (4) a feasibility study on regional data processing, and (5) the establishment of an intern program to provide various curricular services for the Region 5 schools.

The basic thrust of the present program is to provide innovative services to participating school districts. An evaluation of each innovative service objective is made by securing information to determine the effectiveness of each specific objective.

The evaluation of objectives 1, 2, and 3 rests upon increased overall utilization among Region 5 schools. In addition, utilization reports are compiled by the individual library centers and comprise a part of the evaluation. Also, attempts are made to identify doctoral candidates from Oklahoma State University who wish to test more specific effectiveness measures in the floating inservice context. In objective 3 the inservice training programs are extended and enriched by exposing teachers to a variety of ideas and information.

Objective 4 is an evaluation study of coordinate data processing services. As such, evaluation efforts lie totally within the quality of the study.

The effectiveness of the fifth objective is measured in terms of change and subsequent educational practices seen as promoting better education of children in the Region 5 area. The ESSC staff undertakes to evaluate effectiveness from the participating school's viewpoint.

At present the video tape production efforts have met and exceeded projected expectations. The production studio continues to produce quality tapes on a regular basis. A needs assessment survey of Region 5 schools has given guidelines for further video tape production.

The inservice program, yet in the embryonic stage, has been received cautiously by participating schools. A concentrated effort will be made to strengthen the inservice program. Suggestions from a needs assessment survey pinpoints areas of interest where inservice projects can be established.

Title of Project: Dissemination Report Tulsa County Early Childhood Education Title III ESEA Project

Director of Project: Charles A. Marrs, Ed. D. - Robert B. Grove

LEA: Independent District No. 9, Union Public Schools, Route No. 4, Box 119 Tulsa, Oklahoma 74145

The Tulsa County Early Childhood Education Title III ESEA Project is a cooperative project serving kindergarten, first, and second grade students and teachers in all Tulsa County School Districts except Indpendent District No. 1. Major services provided by the Project include:

Physiological screening for kindergarten children; diagnostic-prescriptive services for K-2 children; consultative services for school personnel and parents; materials for examination, demonstration and loan from the materials resource center; Learning Activity Packets, and Coordination of diagnostic and treatment services for young children by community agencies.

Major objectives of the Project are:

All kindergarten children in participating schools are to be given a physiological screening under the direction of the Project Nurse by December 15, 1973.

All kindergarten children identified as having anomalies interferring with learning are to be referred by the Project Nurse for appropriate treatment or therapy by February 1, 1974.

Under the direction of Project staff, the learning potential of all kindergarten children in participating schools is to be identified during their kindergarten year.

All project children referred with special learning abilities or disabilities are to be given a diagnostic evaluation by appropriate Project personnel within three weeks of their referral date.

Throughout the year the Project staff is to coordinate both the diagnostic and treatment services of community agencies serving the educational needs of young children.

The Project staff is to coordinate and unify kindergarten and primary programs in Project schools.

The competency of K-2 school personnel in the processes of identification, instruction, remediation, counseling, and reassessment, as they relate to learning potential, is to be improved by Project staff throughout the school year.

During each Project year, parents are to be made aware of their child's learning potential and their involvement in their child's learning

experiences is to be intensified through activities of the Project staff.

The enthusiasm, initiative, and competence of the Project staff is to be developed throughout the Project year through appropriate in-service educational activities planned by the Project Coordinator.

A feasible plan for the continuation of Project services is to be devised by February 1, 1974, by Project staff and Project board.

Product evaluation is to be conducted by the staff at the end of the Project period.

Significant information about the Project is to be disseminated by Project staff to appropriate local, state, and national school, community, and governmental agencies throughout the Project period.

To date the Project has successfully conducted physiological screening of all eligible kindergarten children during each of the three operational years. The program has been enthusiastically received and several schools conducted their own screenings this year with only minimum assistance from Project staff.

The Project's success in coordinating the diagnostic treatment services of community agencies has exceeded expectations. Numerous agency services have been utilized in facilitating the educational progress of students. At this time it appears that inadequate liason has been established between schools and agencies to assure the continued delivery of agency services without some central agency coordinating those services. The diagnostic and consultative services of the Project have been used extensively by many teachers. The number of teachers utilizing both services has increased each year, however, a small percentage of teachers continue to make little or no use of Project services.

Learning Activity Packets and other materials from the Materials Resource Center are in increasing demand. The Project has already distributed the 400 kits of Learning Activity Packets and continues to receive requests for additional packets.

Demand for Project services is at an all time high even though several districts have already added staff to perform some of the services offered by the Project. Left on their own several small districts will be unable to continue Project services after its demise. A cooperative plan is under discussion by the Tulsa County Administrators' Association for continuation of Project services.

Title of Project: Inter-Disciplinary Environmental Approach
Project Director: Milton W. Ford
Superintendent of School: Bill G. Powers
LEA: Kiamichi Area Vocational School Dist. No. 7
Box 490
Wilburton, OK 74578

The Inter-Disciplinary Environmental Approach Project is designed to develop and implement an inter-disciplinary environmental education program in the schools of the seven county area of Oklahoma. The accomplishments of this project are available to be adopted by other schools in Oklahoma and the nation.

OBJECTIVES:

The specific objectives include providing personnel, materials-supplies, demonstrations, inservice education, and consultative assistance necessary for the implementation of environmental education programs. These programs are to be incorporated into the existing curriculum and are not to constitute new courses or scheduling conflicts.

Services are made available to schools in the area through activities designed to achieve five major objectives of the project:

Administration - Administrative procedures will be established and operated such that a professional staff will be employed, facilities obtained, materials-equipment supplied, and supervisory responsibilities performed so that a program of environmental education will be offered to the schools in southeastern Oklahoma and that at least 65 per cent will implement the program.

Teacher Training - Teacher training sessions in interdisciplinary environmental education will

be conducted for teachers of the area schools with at least 200 teachers receiving an intensive three-day training program. All school districts will be eligible for training sessions at their home school and such sessions will be conducted at least 60 per cent of the schools. The discovery/inquiry approach will be stressed in these sessions.

Supportive Materials - Supportive materials will be provided for all teachers participating in interdisciplinary environmental education training sessions within the project area. Materials will also be provided for at least 90 per cent of the project area teachers requesting materials for use in their local environmental education program.

Resource Teachers - Each school district in the seven county area will be provided an environmental education resource teacher on a cooperative basis. These resource teachers will assist classroom teachers on a one-to-one basis in implementing environmental education programs. During the 1973-74 school year, 65 per cent of the schools assigned to each resource teacher will implement interdisciplinary environmental education programs.

Health Screening - To effect the conservation and proper utilization of human resources, a resource teacher in a mobile screening unit will identify pupils with deficits in hearing, vision, and dental.

Outdoor Study Areas - Outdoor study sites for both teacher training and student studies will be located and permission for utilization obtained. Three sites, with one site situated within commuting distance of each school, will be obtained for teacher training activities. Outdoor study sites for students will be located and obtained so that all of the students in participating schools are within walking distance of or a short bus ride from an outdoor study site.

Evaluation: This is the first year of the Project and the On-Site Evaluation team has not visited the activities of the Project. Each of the five objectives contain criteria to determine the degree to which the objective is being achieved. In addition to those evaluation procedures, an experimental situation has been developed involving both classrooms receiving proposed activities and those not participating in the activities. This activity will give a comparison to validate the evaluation procedures previously planned.

In the fall of 1973, classes were selected to participate in an environmental awareness study. An environmental awareness inventory (pre-test) was administered to students participating in the study. Environmental awareness sessions are being conducted with these classes involved. Later, another form of the awareness inventory (post-test) will be administered to the original group of participants. Another group, the control group, which was selected from schools outside the project area, is being similarly tested to determine the effect of the awareness sessions of the first group.

Title of Project: RED CARPET (Remediating Educational Disabilities through a Classroom Approach to Readiness and Perceptual Educational Training)
Project Director: Lloyd L. Kutch, Ed. D.
Superintendent of Schools: Joe Glover, Ed. D.
LEA: Woodward Public Schools
P.O. Box 668
Woodward, Oklahoma 73801

The RED CARPET Project is concerned with helping all elementary students (K-6), who have an educational handicap, to achieve at their potential learning level. In reaching this goal the program provides services to 21 elementary schools in 16 cooperating districts. These services are designed to lead to an early identification of children with learning problems and the prescribing of preventive and/or remedial techniques which will help the students reach their potential learning level. Improvement of readiness to learn and reading achievement are the major concerns of the project among those students identified as experiencing learning disorders in perceptual development that prevent them from reaching their expected level of achievement.

The RED CARPET Project, which began in 1969 as a Reading Readiness program for K-3 within the Woodward School, was expanded in 1971 to service the elementary schools in 16 districts located in a four county area in Northwest Oklahoma. The program developed out of a need to improve the reading level of students enrolled in the schools. A survey revealed that as many as 45 per cent of the students were reading below grade placement.

It was discovered that most of the children displayed inadequate perceptual development and readiness to learn. The major goal of the project was to serve the needs of these students experiencing difficulties in learning as a result of these perceptual educational handicaps. In achieving this goal, a staff composed of a project director, psychologist, two psychometrics, two counselors, a Learning Disabilities teacher, four aides and an office secretary, provides inservice training for the teachers, personal consultations, individual assessment of student needs, diagnosis of learning disorders, prescription of perceptual

training approaches and the provision of instructional materials from a resource media center. The program is designed to help the student through a regular classroom approach to remediation supplemented by special training in a learning center.

OBJECTIVES:

The following objectives were advanced in achieving the goal. (1) To improve the capability of teachers in the techniques of identifying students who are potential learning failures. (2) To provide inservice training designed to train teachers in the application of remedial techniques and use of instructional materials, and (3) to improve the achievement level of students so that 75 per cent of the students would achieve at or above grade level in one or more academic areas.

Results from a pre- and post administration of the Metropolitan Achievement Test Battery shows improvement in reading among the students who had been identified as experiencing problems. A more extensive evaluation will be completed in the spring with a matched pairs design to determine the effects of the program on students receiving the remed al training.

The work presented or reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.